

## **INTE 399A/3 FFAR 399G/3 1994-95**

### **"HIV/AIDS: Cultural, Social and Scientific Aspects of the Pandemic."**

**H420 Thursdays 18:05-20:10**

**Instructor & Academic Coordinator:** Prof. Thomas Waugh (Cinema), CB210-11 (1158 Bishop, 848-4654), Hours Wed 13:30-15:30 & Fri 13:30-15:30 (appointments are advised; call Cinema Dept at 848-4666).

**Internships Coordinator:** Assoc. Prof. Fran Shaver (Sociology), LB 683-4 (Library, 848-2168), Hours Thu 15:00 - 17:00.

**Community Liaison (internships), Facilitator Tutorial BB (Mon 17:00 VA323):** Karen Herland, LB 683-4 (Library, 848-2168), Hours Mon 18:30-20:30.

**Teaching Assistant, Facilitator Tutorial A (Wed 11:00 VA210):** Steven Purvis, CB210-11 (1158 Bishop, 848-4654), Hours Tues 13:00-15:00.

**Teaching Assistant, Facilitator Tutorial AA (Thurs 20:15 H409):** Vincent Doyle, CB210-11 (1158 Bishop, 848-4654), Hours Tues 17:00-19:00.

Academic Resource Network:

Prof. Jon Baggaley, Dept of Education

Diane Bellemare, Health Educator, Health Services.

Dr. Michael Dartnell, Dept of Political Science

Glenn Fash, Member Concordia HIV/AIDS Advisory Committee; Coordinator Buddy Training Programme, AIDS Community Care of Montreal.

Assoc. Prof. Brian Foss, Dept of Art History (sabb.)

Catherine Mavrikakis, Dép. d'études françaises

Asst. Prof. Chantal Nadeau, Dept of Communication Studies

Dr. Martha Saunders, Simone de Beauvoir Institute/Religious Studies

Assoc. Prof. Adrian Tsang, Dept of Biology

Shirley Walker, Dept of Applied Social Science

## Course Objectives

The AIDS pandemic is a medical phenomenon and a complex social, scientific, economic and cultural challenge. AIDS focuses attention on sex, the body and death. It calls into question preconceived notions of sexuality and identity (sexual orientation, race, class, gender), the role of science in modern life, and values of individual and collective rights. It exacerbates geopolitical inequities.

The goal of the course is to provide an interdisciplinary framework for learning about the challenges and questions raised by HIV. It is based on a co-operative learning model, including internship components, in order to

- 1) examine the interaction of personal perspectives, values, and beliefs with our behaviour and actions. This entails confronting the stigmatization and marginalization that the pandemic has unleashed.
- 2) acquire knowledge — through developing a critical perspective on experts, experience, texts and images, and bringing together cultural, social and scientific paradigms of HIV.
- 3) apply our knowledge: develop individual tools and skills, enhance activism and fieldwork, link academia and the world, dare to think that the epidemic can end and act on that belief.

*N.B.*

*Disagreement:* Since the topic of AIDS touches on so many personal, emotional and political issues, tensions and divergences of viewpoint are inevitable parts of the learning process. Whenever conflict arises, remember to keep channels of listening, exchanging and learning open. The learning environment will be encouraged if we remember not to express disagreement on a level of personal blame nor to take differences in values, feelings and opinions personally. All moral and political positions, from feminism to the moral majority, are open to critical examination.

*Sexuality:* Sexuality in particular can be a controversial topic in our culture, and it is all the more important to maintain a supportive classroom environment. In some classes explicit sexual references and imagery will be part of the discussions and learning materials. You are not expected to comply with any set of sexual values, and you may always retain the right to disagree; however, you are expected to approach sexual references or images in a spirit of scientific enquiry and open-mindedness, respecting the positions and feelings of others in the classroom and those expressed in materials presented in the course.

*Privacy and Confidentiality:* No student is required to relate personal information of any kind in coursework or group discussions; you are, however, expected to keep strictly confidential any information garnered from those who do.

## **Readings**

### **Required Texts**

1. Allan Klusacek and Ken Morrison, eds., *A Leap in the Dark: AIDS, Art and Contemporary Cultures* (Montréal: Véhicule, 1992). Available at "Artexte", 3575 Boul. St-Laurent, Suite 103 (Prince-Arthur), Tel. 845-2759, or bookstore at the Musée d'art contemporain, 847-2759.

*The following three texts are available at Librairie L'Androgyne, 3636 Boul. St-Laurent (above Prince-Arthur), together with the city's best selection of AIDS-related books and periodicals:*

2. John G. Bartlett, M.D. and Ann K. Finkbeiner, *The Guide to Living with HIV Infection: Developed at the Johns Hopkins AIDS Clinic*, Revised Edition (Baltimore: Johns Hopkins University Press, 1993).
3. Stephen R. Graubard, ed., *Living with AIDS* (Cambridge, MA: MIT Press, 1990). Reprint of special two-issue set of *Daedalus* (Spring 1989, Summer 1989).
4. *Fuse* XV No. 15 Special Issue, "Living with HIV" (Summer 1992).

### **Recommended Texts**

1. Marge Berer with Sunanda Roy, *Women and HIV/AIDS: An International Resource Book* (1993).
2. Jonathan M. Mann, M.D., ed., *AIDS in the World: A Global Report* (1992).

### **Notes on Availability of Readings:**

1. All required and recommended books are available on three-hour reserve in the Webster Library.
2. All required supplementary readings (that is, those assigned weekly readings not included in the three required texts) are on reserve in the Webster Library. If you find it more convenient you may want to consider having a single copy of the entire supplementary required selection run off for your individual use at Concordia Copy, 1520 de Maisonneuve W., in compliance with Canadian copyright legalities.

# Course Requirements

## Summary

Internship .....	33%
Directed Journal .....	33%
Major Termpaper/Report/Creative Project ..	33%

**NOTES:** i) All requirements must be satisfactorily fulfilled in order to receive a passing grade for the course.

- ii) No incompletes are possible except on medical or other substantive compassionate grounds (provide your tutor with appropriate documentation).
- iii) All written requirements may be submitted in English or in French.
- iv) Typing (double-spaced) is mandatory for all submitted coursework, except, of course, for the final exam. For the purpose of measuring the length of your submissions, a "page" is considered to be approximately 250 words.

## **A Attendance and Participation:**

Full attendance and participation in all Thursday classes and tutorials are requirements of the course. Our objective of co-operative, interdisciplinary learning dictates the integration of readings, lectures and research with our experience and exchanges with fellow learners. Course credit cannot be given in the event of absence from more than four Thursday classes or more than four tutorials during the 26-week duration of the course. Your tutorial facilitator is to be informed in writing in advance of religious observances that necessitate absence from the course; it is your responsibility to find out from classmates what you have missed during an absence. Prolonged medical absences must be documented and made up in consultation with your facilitator.

There is no grade for attendance and participation. However, in borderline cases, your grade will be inflected up or down by your attendance record and/or by the teaching team's impression of your participation.

## **B Internship:**

Each student will participate in a community internship or practical activity lasting over the two-semester duration of the course. You may participate either individually or in small teams in a project. In most cases, the teaching team will refer you to an internship project within an existing community or cultural organization. However, an approved self-generated project is also acceptable provided it is linked to a sponsoring body.

Ideas that have been proposed for internship projects are:

- workplace or corporate animation, research or policy development
- fundraising

- telephone helpline or hotline work
- buddy programmes
- peer health education
- community archival work or documentation activity
- cultural programming
- cultural or social animation
- research assistance, applied scientific or social.

If you are already involved in AIDS-related work on a community, clinical or professional level, this may count as your internship project, provided that you concentrate on a specific aspect of your organization that does not necessarily fall within your regular duties or that an additional level of self-assessment and analysis is introduced.

"Interns" are expected to participate in their project on a weekly basis, up to a maximum of a half day per week (on average). In addition to taking part in the project and whatever orientation activities are provided by the host organization, the following confidential written tasks are obligatory components of the internship requirement:

- i) Preliminary analysis of *organizational and project context*, plus statement of your personal goals, to be submitted to your tutorial facilitator during week 6 of the course (October 13 to 19). Minimum two pages.
- ii) Mid-project progress report. To be submitted to your tutorial facilitator after week 13 of the course (January 5). Minimum two pages.
- iii) Final self-assessment. Revised analysis of organizational and project context. Evaluation of your success in achieving your goals; what you have learned. To be submitted to your tutorial facilitator on Wednesday March 29. Minimum three pages.

Your internship learning may also be applied to the other course requirements, as explained below.

Your grade for the internship project will reflect in equal parts the above self-assessments and a final assessment by your project supervisor or host organization.

*The internship is worth 33% of the final grade.*

#### **C Directed Journal:**

Each student will accumulatively complete a weekly journal during the course, to be submitted periodically to tutorial facilitators for evaluation.

The minimum 26 entries will normally average out to be a page. Please keep a folder or "duotang" of all journal entries and other assignments to be handed in as a unit on each deadline. Leave sizeable margins for comments.

Over the course of each semester, the entries must include at least three (3) responses to each of the following: i) internship activities ii) course readings and iii) class lecture/discussions or guest speakers. Entries may also include issues of your personal development or touch on special outside events related in some way to the topic of the course. Overall, journals will normally

encompass responses to all three sections of the course, i.e., science, social science, and arts/culture. As much as possible try to make the sections overlap in order to achieve the interdisciplinary goals of the course. On occasion specific themes for journal entries will be assigned in the tutorials. The final entry must be a retrospective assessment of your trajectory over the year.

A few suggested guidelines to help you get started are:

- does this reading apply in some way to your internship activity?
- does a visiting speaker contradict another component of the course?
- does a current event presently in the media make you reexamine or update one of the readings?

Six journal instalments are to be submitted to tutorial facilitators: the first during the tutorials of Week 4 (Sept 29 to Oct 5), instalment 2 during Week 8 (Oct 27 to Nov 2), instalment 3 during Week 12 (November 24-30), instalment 4 during Week 17 (Jan. 26 to Feb 1), instalment 5 during Week 22 (March 9 to March 15) and the final sixth instalment on Monday April 10.

Criteria for journal evaluation: the directed journal is an exercise in personal process rather than a traditional academic assignment. Thus scholarly format and research are not part of the journal requirement. Journals are assessed on the basis of the following factors: discipline in following the guidelines; conscientiousness and initiative in fulfilling the above terms of the requirement; success in articulating personal ideas and feelings; authenticity and interdisciplinary breadth of response; reflection of cumulative intellectual, artistic and/or personal development. When responding to a reading or lecture or event in a journal entry, always include a brief synopsis of the text or event.

Oral Presentation Option: in consultation with your tutorial facilitator and with his/her permission, you may substitute a 10-minute in-tutorial or in-class oral presentation, equivalent to the respective instalment of the journal. This must be approved by your tutorial leader three weeks before the instalment is normally due. Presentations might be individual or in pairs and might offer background to course topics in which you have special expertise, or firsthand reactions to outside events in the context of some aspect of the readings or lectures (for example World AIDS Day, or "Ca Marche!" or the symposium on gay male health this fall).

*The journal requirement is worth 33 % of your final grade.*

#### **D Major Term Paper/Report/Creative Project or Exam option:**

For the final third of your course grade you are to choose one of two options:

- i) Major Term Paper, Report or Creative Project. An academic term paper or report in traditional scholarly format. Or, alternatively, students in Fine Arts may substitute a major creative project in their field (a performance, a photo sequence, a short video, creative writing, etc.).

The topic for your paper, report or project must arise out of the course, but is normally based on research beyond the boundaries of course reading requirements. You may incorporate, if you wish, a substantial component derived from your internship.

The topic is to be submitted to your tutorial facilitator as a one-page written prospectus no later than Wed. November 16 and must be approved by him/her in writing.

The paper, report or project is due Monday February 27th by 17h00.  
Length: 8 to 10 pages or the equivalent.

ii) Year End Examination Scheduled written examination during the regular year end examination period (April 12 to May 7: 3 hours). A certain amount of choice will be available in order for you to focus on specific topics, but you will also be asked to reflect the interdisciplinary goals of the course by synthesizing what you have learned in all three sections of the course.

It will be assumed, if you have not opted for a topic under D(i) by November 16, that you have opted for the exam option.

*The Paper/Report/Project or Exam option is worth 33% of your final grade.*

#### Critical Path: Synopsis of Deadlines

*N.B. All work must be handed in to your tutorial leader and during your weekly tutorial unless otherwise specified.*

Week 4 (Sept 29 to Oct 5): journal, 1st instalment  
Week 6 (Oct 13-19): preliminary internship assessment.  
Week 8 (Oct 27 to Nov 2): journal, instalment 2  
Nov 16: submit 1-page prospectus for paper/report/project  
Week 12 (November 24-30): journal, instalment 3

----- winter break -----

Jan 5: Internship mid-project progress report.  
Week 17 (Jan 26 to Feb 1): journal, instalment 4  
Feb 27: submit paper/report/creative project  
Week 22 (March 9-15): journal, instalment 5  
March 29: Internship final self-assessment.  
April 10: Journal, final sixth instalment  
April 12 to May 7: scheduled written exam for students not choosing paper/report/project on Nov 16.